

DOCUMENT RESUME

ED 214 016

CE 031 958

TITLE Present a Positive Image. Work Maturity Skills. Competency 1.0.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

PUB DATE 81

CONTRACT DOL-99-0-2297-33-52

NOTE 59p.; For related documents see CE 031 933-972.

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Behavioral Objectives; Career Education; Clothing; *Competency Based Education; Dental Health; Employment Potential; *Hygiene; *Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; Nutrition; Physical Fitness; Postsecondary Education; Secondary Education; *Self Care Skills; Self Esteem; *Skill Development; *Vocational Adjustment

IDENTIFIERS *Work Maturity Skills Training Program

ABSTRACT

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with presenting a positive image. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) following good grooming practices (cleanliness and dental hygiene); (2) practicing good health habits (good nutrition and diet principles and habits that promote physical fitness); (3) dressing appropriately for the job (appropriate work clothing and keeping clothing in good condition); and (4) exhibiting self-confidence (identifying personal strengths and using positive body language). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED214016



U.S. DEPARTMENT OF EDUCATION

Work Maturity Skills

Present a Positive Image

03/1958

Competency 1.0

Joel P. Agisics



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1800 KENYON ROAD, COLUMBUS, OHIO 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

For further information contact:

**Program Information Office
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210**

**Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio**

**© 1981 by The National Center for Research in Vocational Education of The Ohio State University.
Reproduction by the U.S. Government in whole or in part is permitted for any purpose.**

CONTENTS

| | <u>Page</u> |
|--|-------------|
| <u>Task 1.01: Follow Good Grooming Practices</u> | |
| Operational Unit | |
| 1.01A: Maintain Cleanliness | 1 |
| 1.01B: Practice Dental Hygiene | 13 |
| <u>Task 1.02: Practice Good Health Habits</u> | |
| Operational Unit | |
| 1.02A: Follow Good Nutrition and Diet Principles | 21 |
| 1.02B: Follow Habits That Promote Physical Fitness | 33 |
| <u>Task 1.03: Dress Appropriately for the Job</u> | |
| Operational Unit | |
| 1.03A: Select Appropriate Work Clothing | 49 |
| 1.03B: Keep Clothing in Good Condition | 57 |
| <u>Task 1.04: Exhibit Self-Confidence</u> | |
| Operational Unit | |
| 1.04A: Identify Personal Strengths | 63 |
| 1.04B: Use Positive Body Language | 75 |

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.01: Follow Good Grooming Practices

OPERATIONAL

UNIT 1.01A:

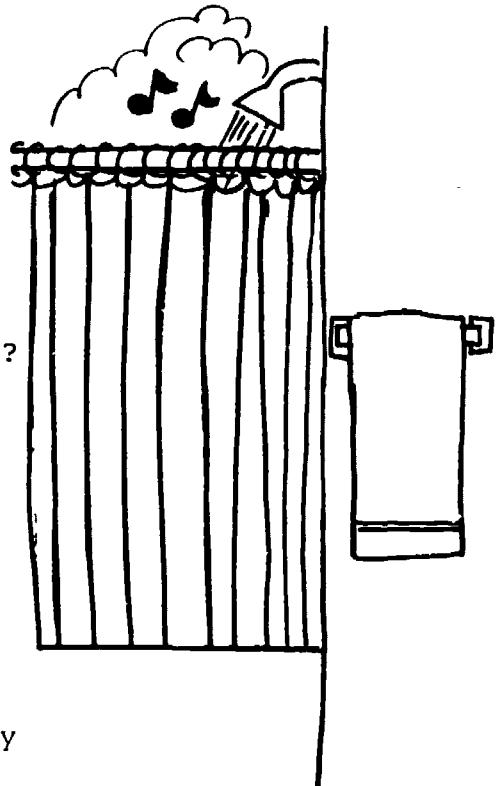
Maintain Cleanliness

Performance
objective:

Given information on cleanliness,
the learner will be able to identify
and follow at least five rules for
proper care of body, face, and hair
to the satisfaction of the instructor.

STEP 1. Care for body.

- a. Discover some rules about body care. Read Information Sheet 1.01A.
- b. Talk with another participant. Discuss the reasons for practicing body care. Begin by discussing the following questions.
 - What do you think when you see a dirty, sloppy-looking person?
 - What is that person telling you?
 - What messages do you want to give your employers and co-workers?
 - How can you give such messages through your appearance?
- c. Identify and follow rules of body care. Do Part 1 of Worksheet 1.01A.

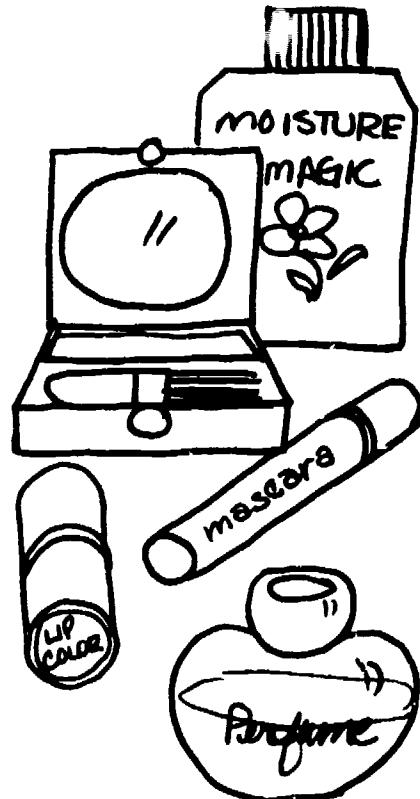


STEP 2. Care for face.

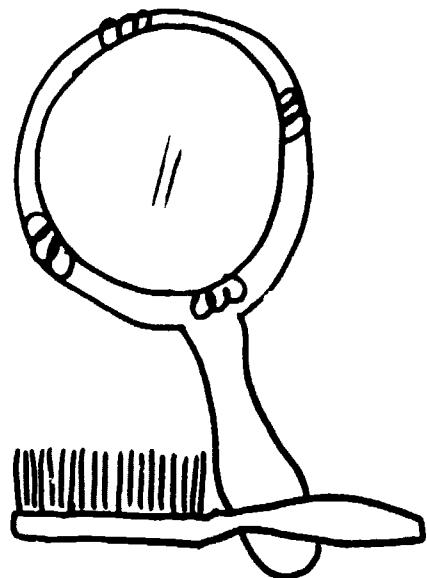
- a. Find out about facial care products. Find out the purposes for which they are used. Go to your local department store or drug store. Talk with a salesperson in the skin care department.
- b. If you are male, ask about shaving lotions and razors. Find the products that will work best on your beard. Find out which after-shave lotion you like.
- c. If you are female, find out about makeup. What colors are best for your coloring and skin type?
- d. Record the facts you get on Part 2 of Worksheet 1.01A.
- e. Practice using the products. Try to achieve the look you want. Ask a friend or family member to comment on your looks. Are they appropriate for work? Why?
- f. Identify the rules one should follow in caring for the face. Do Part 3 of Worksheet 1.01A.
- g. Write more rules. Look again at Part 3 of the worksheet. Change any rules that are wrong. Make them correct.
- h. Follow the five face care rules. Keep a record of your habits for one week. Use Chart A on page 8.

STEP 3. Care for hair.

- a. Read several magazine articles about hair care.
- b. Write several rules about each aspect of hair care. Do this on Part 4 of Worksheet 1.01A.



- c. Choose hair styles you believe would be flattering to you. Make a poster collage of pictures of these hair styles.
- d. Ask your instructor and classmates to comment on the styles you have selected.
- e. Practice fixing your hair in one of the styles you selected. Find a style that is flattering to you. Make sure it is easy to keep up.
- f. Follow the hair care rules. For one week, keep a record of five ways you care for your hair. Use Chart B on page 8.

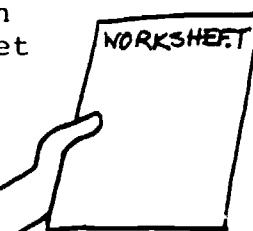
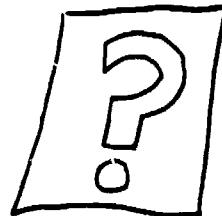


NOW . . .

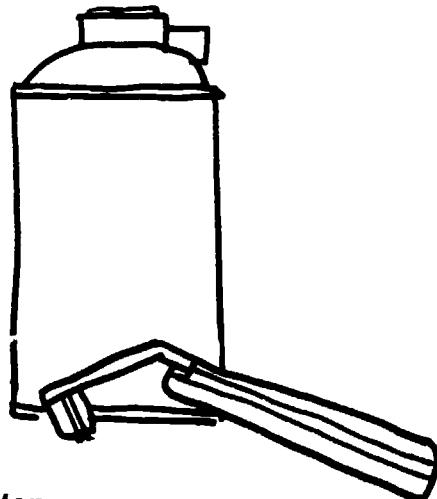
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

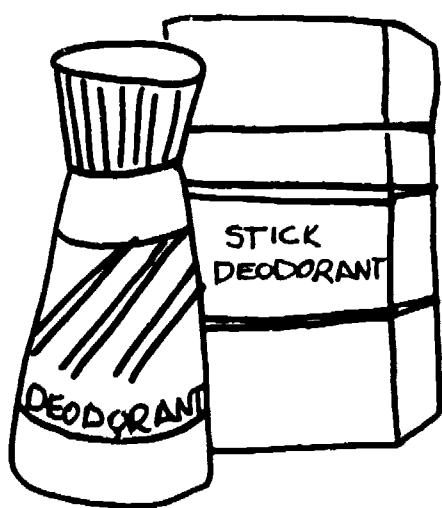


INFORMATION SHEET 1.01A



Men:

- Bathe or shower at least once a day.
 - Use a good body or deodorant soap.
 - Pay attention to ears, feet, and underarm areas.
- Men:
- Shave once daily, more if necessary.
 - Keep beard and moustache neatly trimmed.
- Women:
- Shave legs and underarms once a week or whenever necessary.



- Use deodorant or anti-perspirant every day.
- Use foot powder if necessary.



- Keep fingernails and toenails short and neatly trimmed.
- Remove all dirt from under fingernails and toenails.
- When using nail polish, cover the entire nail area. Make sure that it is smooth and free of nicks or chips.

WORKSHEET 1.01A

Part 1

Below are listed five activities. Each one is part of good body care. In the first column, list how many times a day you should do each activity.

Next, keep a record of your body care practices for one week. Record the number of times you perform each activity during each of the seven days.

| <u>Activity</u> | <u>Times Daily</u> | <u>Mor.</u> | <u>Tues.</u> | <u>Wed.</u> | <u>Thurs.</u> | <u>Fri.</u> | <u>Sat.</u> | <u>Sun.</u> |
|--|--------------------|-------------|--------------|-------------|---------------|-------------|-------------|-------------|
| Bathe or shower | | | | | | | | |
| Shave | | | | | | | | |
| Male: face Female: legs underarms | | | | | | | | |
| Use deodorant | | | | | | | | |
| Trim and clean fingernails | | | | | | | | |
| Trim and clean toenails | | | | | | | | |

Part 2

List below the kinds of facial care products that are good for you.

Chart A

| Activity | Times Daily | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. |
|----------|-------------|------|-------|------|--------|------|------|------|
| | | | | | | | | |

Chart B

| Activity | Times Daily | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. |
|----------|-------------|------|-------|------|--------|------|------|------|
| | | | | | | | | |

Part 3

Read the statements below. Circle the ones that are rules you should follow in caring for your face.

Males

1. Wash face in the morning and before retiring.
2. Shave at least once a day.
3. Use a limited amount of after-shave lotion.
4. Use the same razor blade for at least one year.
5. Trim a moustache regularly.

Females

1. Use a lot of makeup to cover any facial blemishes.
2. Use moisturizer before applying foundation.
3. Wash face at least twice a day.
4. Use perfume sparingly.
5. Apply eye makeup heavily so that everyone will notice it.

Part 4

Write one or two guidelines for each aspect of hair care listed below.

1. Selecting and using shampoo and conditioner
2. Selecting and using hair tonics and sprays
3. Controlling dandruff
4. Drying and styling hair
5. Getting hair cuts and trims
6. Caring for hair during the work day

Evaluation Checklist

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.01: Follow Good Grooming Practices

OPERATIONAL
UNIT 1.01A: Maintain Cleanliness

YOUR
CHECKLIST Did you:

- 1. Identify and follow at least five rules for proper care of body?
- 2. Identify and follow at least five rules for proper care of face?
- 3. Identify and follow at least five rules for proper care of hair?

INSTRUCTOR
CHECKLIST

-
-
-

Instructor _____

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.01: Follow Good Grooming Practices

OPERATIONAL

UNIT 1.01B: Practice Dental Hygiene

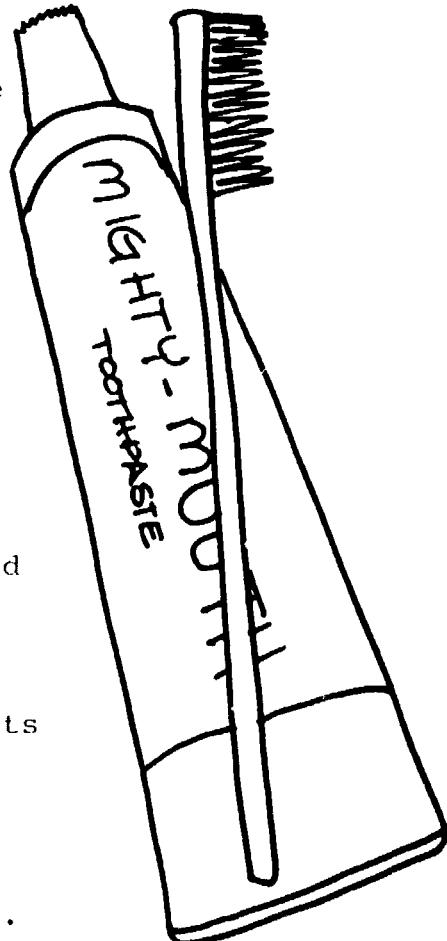
Performance Objective: Given information about dental care,

the learner will be able to follow three dental care rules and list three reasons for getting regular dental checkups

to the satisfaction of the instructor.

STEP 1. Care for teeth.

- a. Read some rules about how to care for your teeth. Find them on Information Sheet 1.01B.
- b. Get the tooth care products: toothpaste, toothbrush, and dental floss.
- c. At home, practice the steps outlined on the information sheet.
- d. If possible, get red disclosure tablets from your dentist or your instructor. Chew one of the tablets after each brushing. It will show you the areas you missed when brushing.
- e. Get a plaster mold of teeth from your instructor or a dentist. Demonstrate to several participants the proper way to brush and floss teeth.
- f. Keep a record of your dental care practices for one week. Record them on Part 1 of Worksheet 1.01B.



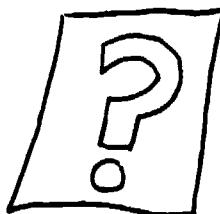
STEP 2. Get regular checkups.

- a. Visit the nurse at your local public health agency. Find out about the importance of getting regular dental checkups. Find out how often you should have a checkup.
- b. Go to the library and find a book on dental care. Read about the importance of dental checkups.
- c. List three reasons for visiting the dentist regularly. Do Part 2 of Worksheet 1.01B.
- d. Make an appointment to get a dental checkup as soon as possible. Find out if there is a clinic where you can get this service.

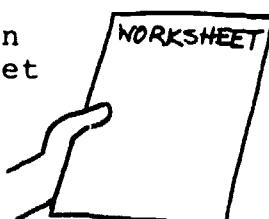


NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.



After the instructor verifies each item on the checklist, begin another unit.

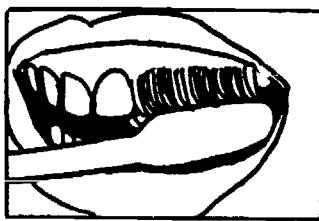
About teeth...

Teeth are meant to last throughout a lifetime. However, to do this, teeth need care. By proper care, you can protect your teeth from disease.

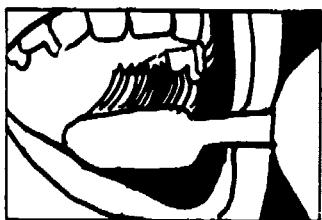
What causes dental disease? A substance called plaque (sounds like black). Plaque is a sticky, colorless layer of bacteria. It combines with sugar in the mouth. It turns into acid. This acid eats away the tooth enamel. It causes tooth decay and gum disease.

About brushing...

Brushing removes plaque. The following is one good way to brush teeth.



Place bristles alongside teeth.
Slant brush upward so tips push
against the gum line. Move the
brush up and down. Scrub gently.



Brush the surfaces of each tooth.
Be sure to angle the bristles toward
the gum line. Brush inside and
outside surfaces of the tooth.



To brush the front teeth, tilt the
brush. Place it vertically inside
the mouth and behind the front teeth.
Brush with an up and down motion.

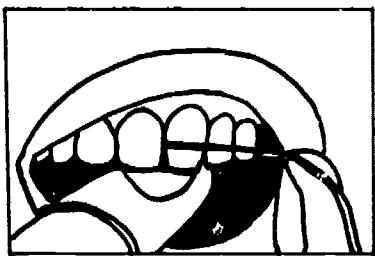
Brush well at least twice every day. Replace your toothbrush often. A worn toothbrush does a poor job of cleaning teeth.

About flossing...

Flossing removes plaque from between teeth. This is how to use dental floss.



Break off about 15 inches of floss. Wind the ends around the middle finger of each hand.



Pull the floss tightly. Slide it between two teeth. Pull floss gently toward one tooth. Slide it up to the gum line, then down the tooth. (Use thumbs to help you guide the floss.) Then, pull the floss toward the other tooth. Slide it up and down that tooth.

Repeat these steps on the rest of your teeth. Follow this process at least once a day.

About rinsing...

Good rinsing is important. And it is necessary! Rinsing removes the loosened plaque and debris from your teeth and gums. Follow every brushing and flossing by rinsing your mouth with water.

After rinsing, you may use mouthwash. Mouthwash makes your mouth feel good. But it is not necessary.

Worksheet 1.01B

Part 1

Keep a record of your dental care practices for one week. Record below the number of times you perform each activity on each day of the week.

| Activity | Mon. | Tues. | Weds. | Thurs. | Fri. | Sat. | Sun. |
|------------------|------|-------|-------|--------|------|------|------|
| Brush teeth | | | | | | | |
| Use dental floss | | | | | | | |
| Rinse mouth | | | | | 2 | | |

Part 2

List three reasons why you should get regular dental checkups.

1.

2.

3.

Evaluation Checklist

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.01: Follow Good Grooming Practices

OPERATIONAL
UNIT 1.01B: Practice Dental Hygiene

YOUR
CHECKLIST Did you:

- 1. Follow three dental care rules?
- 2. List three reasons for getting regular checkups?

INSTRUCTOR
CHECKLIST

-
-

Instructor _____

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.02: Practice Good Health Habits

OPERATIONAL

UNIT 1.02A:

Follow Good Nutrition
and Diet Principles

Performance Objective: Given information about proper nutrition and diet,

the learner will be able to follow good eating habits and keep a record of those habits for one week

to the satisfaction of the instructor.

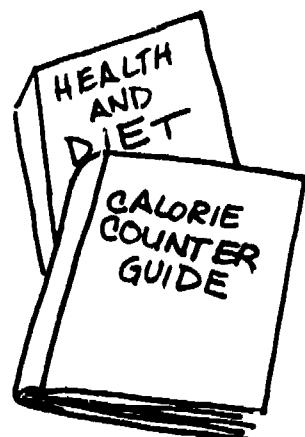
STEP 1. Identify foods from each of the food groups.

- a. Read about the five food groups. Read Part A of Information Sheet 1.02A.
- b. Make a list of foods that fall into the five food groups. List ten foods in each group. Use a blank sheet of paper.



STEP 2. Identify the correct number of calories in your diet.

- a. Find the low, average, and high weights for your sex and height. (See Part B of Information Sheet 1.02A.) Circle the amount you should weigh.
- b. Find the average number of calories you should eat to maintain that weight. Do you exercise regularly? Then you can eat more than someone who doesn't.

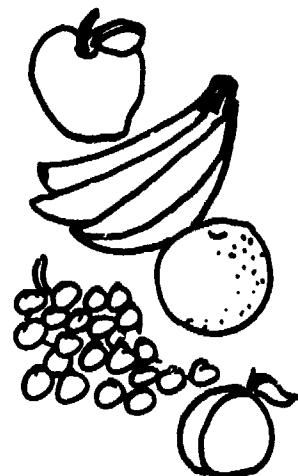


STEP 3. Discuss your diet and eating habits.

- a. List the food you eat during one given day. Ask several participants to do the same.
- b. Find the number of calories you ate. (Ask your instructor for a book of calorie listings.) Add the calories for each food you ate.
- c. Compare the calories you ate with your weight. How do they compare? Do you eat more calories than you should? Do you weigh more than you should?
- d. Compare your diet with one of proper nutrition. Share and discuss your food list with other participants. Discuss the following questions:
 - What food groups are missing?
 - What foods do you eat more than you should?
 - What foods could you eat in place of junk food?
 - How do your eating habits affect your weight?
- e. Decide why your diet is not perfect. Is it because of . . .
habit? cost?
friends? family?
lack of knowledge?

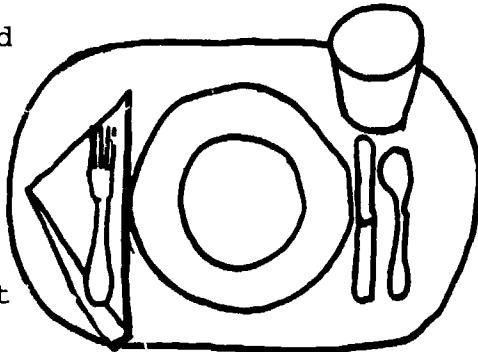
STEP 4. Identify ways to improve your diet and eating habits.

- a. Identify one way to improve your daily diet. (For example, eat fruit instead of fattening desserts.)
- b. Identify one way to improve your daily eating habits. (For example, don't eat snacks between meals.)



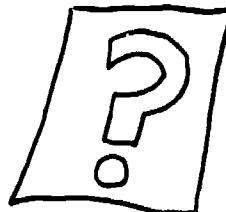
STEP 5. Eat foods that are nutritious and within your diet.

- a. Find reasons why you should eat properly. Read Part C of Information Sheet 1.02A.
- b. Set up a plan you can follow for one week. Do Part 1 of Worksheet 1.02A.
- c. Follow the plan. Try to eat only the foods you listed on the plan.
- d. Record everything you eat. Do Part 2 of Worksheet 1.02A.

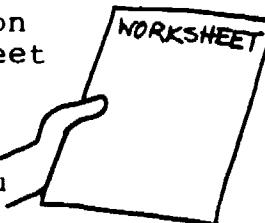


NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.



After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 1.02A

Part A

Foods provide us with vitamins and minerals that help us stay healthy. However, no one food contains all the vitamins and minerals we need. In fact, some foods contain few or none of the necessary elements. So, we must choose foods carefully . . . and in the right combinations.

The following chart illustrates five food groups. Foods from the first four groups provide us with a balanced diet. We should eat one food from each group at every meal. Foods from the fifth group are empty foods. They are sometimes called "junk" foods. They provide us with calories. However, they have little nutritional value. We should try to eat few of these foods.



Part B

Table of Desirable Weights*

| Height (without shoes) | Weight (without clothing) | | | Calories | |
|---------------------------|---------------------------|---------------------|------|--|--|
| | low | average (pounds) | high | little exercise | moderate exercise |
| <u>Men</u> | | | | | |
| 5 feet 3 inches | 118 | 129 | 141 | | |
| 5 feet 4 inches | 122 | 133 | 145 | | |
| 5 feet 5 inches | 126 | 137 | 149 | | |
| 5 feet 6 inches | 130 | 142 | 155 | | |
| 5 feet 7 inches | 134 | 147 | 161 | Multiply your "ideal" weight by 12 | Multiply your "ideal" weight by 14 |
| 5 feet 8 inches | 139 | 151 | 166 | | |
| 5 feet 9 inches | 143 | 155 | 170 | | |
| 5 feet 10 inches | 147 | 159 | 174 | | |
| 5 feet 11 inches | 150 | 163 | 178 | | |
| 6 feet | 155 | 167 | 183 | | |
| 6 feet 1 inch | 158 | 171 | 188 | | |
| 6 feet 2 inches | 162 | 175 | 192 | | |
| 6 feet 3 inches | 165 | 178 | 195 | | |
| <u>Women</u> | | | | | |
| 5 feet | 100 | 109 | 118 | | |
| 5 feet 1 inch | 104 | 112 | 121 | | |
| 5 feet 2 inches | 107 | 115 | 125 | | |
| 5 feet 3 inches | 110 | 118 | 128 | | |
| 5 feet 4 inches | 113 | 122 | 132 | | |
| 5 feet 5 inches | 116 | 125 | 135 | | |
| 5 feet 6 inches | 120 | 129 | 139 | | |
| 5 feet 7 inches | 123 | 132 | 142 | | |
| 5 feet 8 inches | 126 | 136 | 146 | | |
| 5 feet 9 inches | 130 | 140 | 151 | | |
| 5 feet 10 inches | 133 | 144 | 156 | | |
| 5 feet 11 inches | 137 | 148 | 161 | | |
| 6 feet | 141 | 152 | 166 | | |

*Based upon data on heights and weights of individuals twenty to thirty years old, as obtained by the United States Department of Agriculture. The USDA table assumes that the weight that is desirable in your mid-twenties is the best weight for later years, too.

Part C

Diet affects health. It affects how we look, feel, and act. It affects us in our personal lives, our social lives, and our work lives. Following are some symptoms of poor diet. Do you have any or these symptoms? See if following a good diet can help you. Maybe some of these symptoms will lessen, or even disappear.

Symptoms:

- | | |
|---------------------------|---------------------------|
| fatigue (a tired feeling) | dulled or slowed reflexes |
| illness | poor complexion |
| obesity (being too fat) | tension |
| nervousness | irritability |

WORKSHEET 1.02A

Part 1

Make a menu plan for three days of the week. Write what you will eat for breakfast, lunch, and dinner. Choose foods from each of the four main food groups. Do not include junk foods.

Add up the calories. Are they within your limit? Make changes if needed. If you must, add several junk food items. However, make sure your meals are well balanced. Also, make sure you do not plan for more calories than you should eat. Use the chart below.

If you want, ask your instructor for help.

| | Breakfast | Lunch | Dinner |
|-------|-----------|-------|--------|
| Day 1 | | | |
| Day 2 | | | |
| Day 3 | | | |

Part 2

List the foods you actually eat each day. Be truthful! When the week is over, compare your list with the menu plan in Part 1. Find out where you need to improve.

Evaluation Checklist

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.02: Practice Good Health Habits

OPERATIONAL
UNIT 1.02A: Follow Good Nutrition and Diet Principles

| YOUR CHECKLIST | <u>Did you:</u> | INSTRUCTOR CHECKLIST |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | 1. Identify foods from each of the food groups? | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Identify the correct number of calories for your diet? | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Discuss your diet and eating habits? | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Identify ways to improve your diet and eating habits? | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Eat foods that are nutritious and within your diet? | <input type="checkbox"/> |

Instructor _____

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.02: Practice Good Health Habits

OPERATIONAL

UNIT 1.02B:

Follow Habits That Promote Physical Fitness

Performance
Objective:

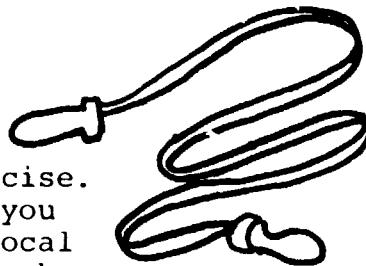
Given information about rest, exercise, and the use of alcohol and other drugs, the learner will be able to set up and follow health rules that promote physical fitness to the satisfaction of the instructor.

STEP 1. Get enough rest.

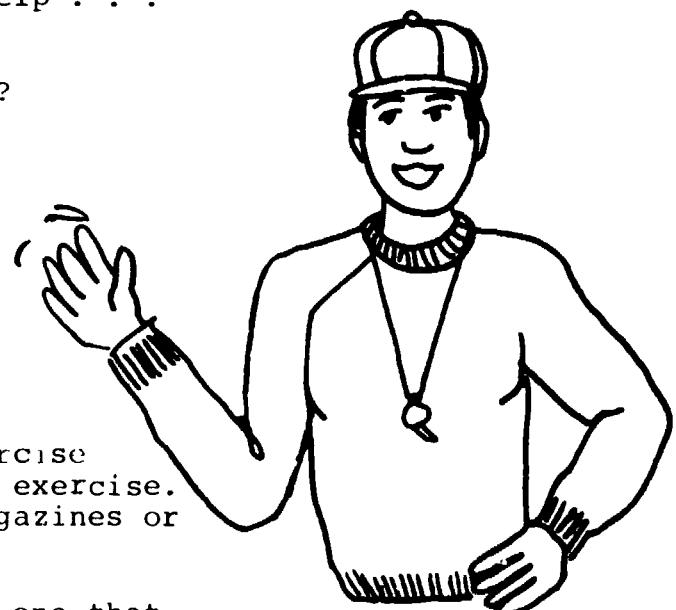
- a. Find out how lack of sleep affects you. Do the exercises listed on Part 1 of Worksheet 1.02B.
- b. Find out the amount of sleep you get. Keep a record of how many hours you sleep each night for a week. Keep a record of your feelings and abilities on each day. Record on Part 2 of Worksheet 1.02B.
- c. Find out the amount of sleep you need. Do Part 3 of Worksheet 1.02B.
- d. Try to get the number of hours of sleep you need each night for one week. Find out if you feel better, act better, and do things better when you are well rested.



STEP 2. Exercise regularly.



- a. Find out why you should exercise. Find out how exercise helps you to do things. Talk with a local YMCA director or a school coach. Ask them about ways in which exercise helps people do good jobs. For example, how does a good exercise program help . . .
 - an office worker?
 - a construction worker?
 - a teacher?
 - a student?
 - an athlete?
 - a retired person?
 - a truck driver?
 - a model?
 - a restaurant worker?



- b. Find information on exercise routines or on types of exercise. Look through various magazines or library books.
- c. Set up a routine. Find one that you think you could follow for 15-30 minutes each day. Include exercises to build muscle tone and physical stamina--for example, situps, leg lifts, and bicycle riding.
- d. Ask your instructor or coach to review your program.
- e. Follow your approved program for six weeks. Then, decide if you look and feel better. Chances are you will!

STEP 3. Limit use of alcohol and avoid other drugs.

- a. Find out how alcohol and other drugs affect the brain. Read Information Sheet 1.02B.

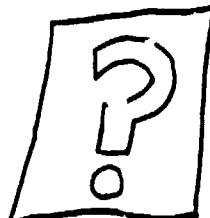


- b. Discuss how alcohol or drugs affect a person's ability to work. Do users find it hard to do their tasks? Do other people find it hard to work for such people? with such people? Why?
- c. Find out how alcohol or drug abuse affects all parts of a person's life. Talk to someone at Alcoholics Anonymous. Also, talk to someone at a drug rehabilitation center.
- d. Find out how people can deal with a dependency. Attend an Al Anon meeting. Visit a treatment center.
- e. Limit your own use of alcohol and avoid other drugs. It will make it easier for you to find, get, and keep a job. Seek help if you need it.

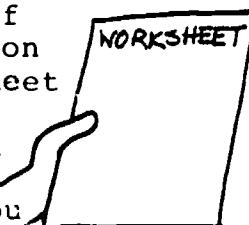


NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.



After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 1.02B

Part 1

Alcohol is a drug. It affects all parts of the body. But, it affects the brain first. This is because alcohol is not digested like food. It is directly absorbed into the bloodstream. The brain has the highest amount of blood. Therefore, that is where most of the alcohol is carried.

The brain has three parts: the cerebrum, the limbic system, and the central core.

Cerebrum

The cerebrum is the largest part of the brain. It is the first layer of the brain to be affected by alcohol. The cerebrum controls the following brain functions:

- associations: learning, memory, reason, and judgment;
- body movement;
- sensory awareness: feelings of touch, cold, and pain;
- speech, hearing, and vision.

Limbic System

This is the next brain layer affected by alcohol. It controls all above plus . . .

- respiration and
- heart rate.

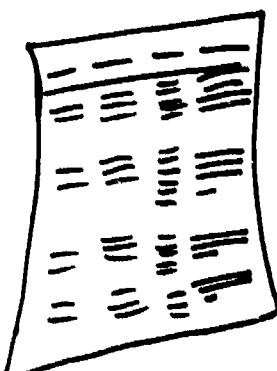
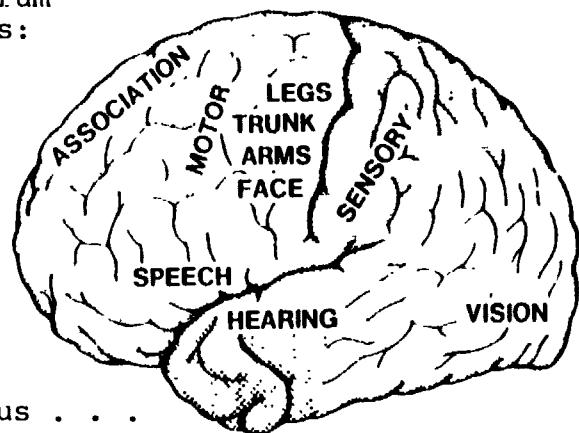
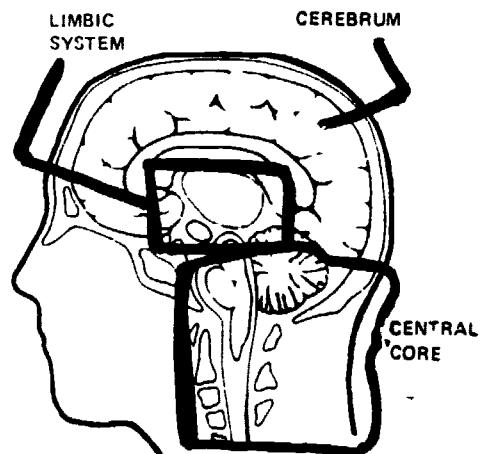
Central Core

As the amount of alcohol in the bloodstream increases, it affects this part of the brain. This part controls all above functions plus . . .

- body temperature.

Read the chart on the next page. It tells how different amounts of alcohol affect the brain.

STRUCTURE OF THE BRAIN



(continued on next page)

| <u>Amount of alcohol</u> | <u>Areas of brain progressively affected</u> | <u>Functions affected</u> | <u>Effects or symptoms</u> |
|---------------------------------|--|---|--|
| 2 drinks in one hour | association area of cerebrum | reason, judgment | dizziness, less inhibited behavior, over-estimation of skills, less sound judgment, slower reaction time |
| 2 to 3 drinks in one hour | most of cerebrum | judgment, reason, senses, motor co-ordination, vision, speech | slurring of speech, blurring of vision, loss of coordination |
| 4 to 5 drinks in one hour | entire cerebrum | judgment, reason, motor co-ordination, vision, speech, hearing | double vision, drowsiness, loss of balance, clumsiness |
| 10 to 12 drinks in one hour | limbic system | all above functions plus: respiration, heart rate | deep sleep, coma |
| more than 12 drinks in one hour | central core | all above functions plus: respiration, heart rate, body temperature | deep coma, death |

Source: Ohio Department of Education, Alcohol and Other Drugs (Columbus, Ohio: 1980), p. 28.

Part 2

There are three major kinds of other drugs: depressants, stimulants, and hallucinogens. Most of these drugs have a legal use. They are used for medical reasons. When a drug is used this way, it is being used properly. Otherwise, the use is improper or abuse.

Some of the effects of drugs are described below.

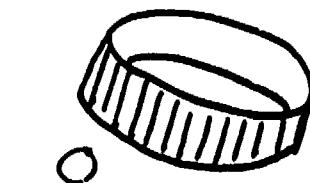
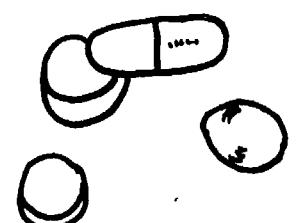
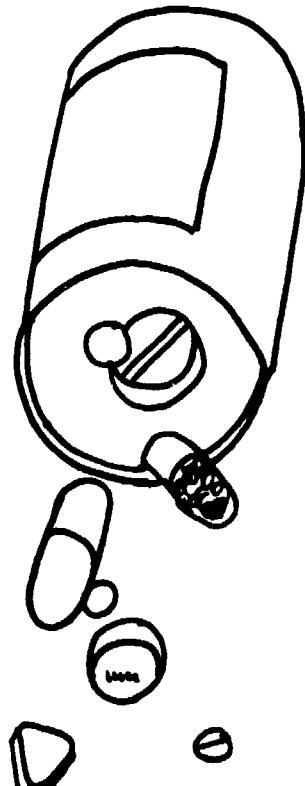
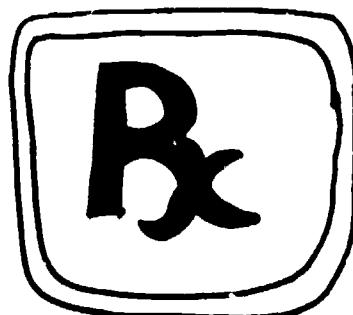
Depressants

Antihistamines, tranquilizers, barbiturates, and opiates are all depressants.

- Antihistamines cause drowsiness. They can alter perception. They can slow down reflexes. When combined with alcohol, circulatory and respiratory collapse can occur.
- Tranquilizers can cause similar effects as alcohol: slurred speech, loss of motor control, and altered judgment. Also dangerous when combined with alcohol.
- Barbiturates cause effects similar to tranquilizers.
- Opiates such as codeine and morphine have medical use. Opium and heroin do not. All these drugs impair judgment and slow reflexes. They produce apathy and stupor.
- Volatile chemicals such as fumes of glue, gas, paint thinner, etc., cause euphoria, intoxication, and possible delirium. This form of drug abuse can damage the brain permanently.

Stimulants

Amphetamines increase heart rate, raise blood pressure, increase muscle tension, and constrict blood vessels. They create a false sense of alertness and self-confidence.



Hallucinogens

Hallucinogens such as marijuana, LSD, PCB, DMT, and STP alter visual and auditory perceptions (seeing and hearing). They distort or alter perceptions. They create false perceptions of reality. They cause slow reflexes, and reduced motor coordination.

You can see that drug abuse affects the body. It impairs body functions. How can alcohol and other drugs affect a person's ability to work well?



WORKSHEET 1.02B

Part 1

Form a discussion group with three or four other participants.
Answer and discuss the questions listed below.

1. How do you feel when you don't get enough sleep?

| | | |
|------------|---------|------------|
| sluggish? | mean? | dull? |
| depressed? | sleepy? | irritable? |

2. How do your feelings affect the way you act with . . .
your family?

your friends?

other people?

3. How do you feel about yourself when you are tired? Do you
like yourself? Do you think you can do things well?

4. How does lack of sleep affect your ability to do things?

Part 2

Reccrd how many hours you sleep each night for a week. Also, write two sentences each day telling how you feel. Tell one thing you did well. Or tell one thing that was hard to do. Remember, the sleep you get one night will affect how you feel the next day.

| Day | Hours of sleep | Feelings |
|--------|-------------------|----------|
| Sun. | | |
| Mon. | | |
| Tues. | | |
| Weds. | | |
| Thurs. | | |
| Fri. | | |
| Sat. | | |

Part 3

Look at the amount of sleep you got the first night. Draw an arrow to the sentences you wrote the next day. The amount of sleep you got Sunday night had something to do with how you felt on Monday. Draw an arrow from each night to the next day's feelings.

Read your sentences. What do they tell you about yourself and proper sleep? Think about how tension, physical activity, and other things affected you also. Was it more difficult to deal with such things when you were not well rested? Discuss some of your feelings and ideas with your classmates?

Decide the amount of sleep you think is best for you. Circle the nights on which you got that amount of sleep.

Evaluation Checklist

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.02: Practice Good Health Habits

OPERATIONAL
UNIT 1.02B: Follow Habits that Promote
Physical Fitness

YOUR
CHECKLIST Did you:

- 1. Determine the number of hours of sleep you need? Try to get it?
- 2. Set up and follow an approved exercise program for six weeks?
- 3. Limit your use of alcohol and avoid other drugs, or seek help?

INSTRUCTOR
CHECKLIST

-
-
-

Instructor _____

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.03: Dress Appropriately for the Job

OPERATIONAL
UNIT 1.03A:

Select Appropriate Work Clothing

Performance
Objective:

Given a choice of clothing,
the learner will be able to select
clothing that is appropriate for a
given job and place of work
to the satisfaction of the instructor.

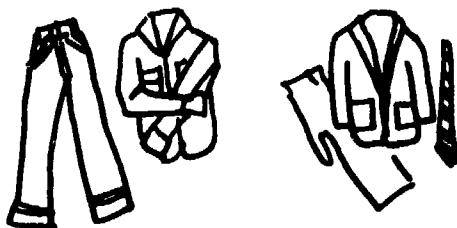
STEP 1. Find out the dress requirements.

- a. Identify the job you have or one you would like to have. Find out if there are any special dress requirements for this job.
- b. Find out the dress rules at your place of work. Or find out the dress rules at one place you might like to work.
- c. List the information on a blank sheet of paper.



STEP 2. Identify the kinds of clothes that are right for the work situation and tasks.

- a. Find out some guidelines for dress. Read Information Sheet 1.03A.



b. Describe a place you work or would like to work. List on a sheet of paper such things as . . .

- the kind of company,
- the kind of office, and
- whether or not you see customers.

c. Describe the tasks you do. List your responsibilities, such as . . .

- typing,
- teaching sports, or
- operating machinery.

d. Describe any safety factors you should consider. List them on a sheet of paper.

e. List some clothing features that are right for your job and place of work.

STEP 3. Select the correct size of clothing.

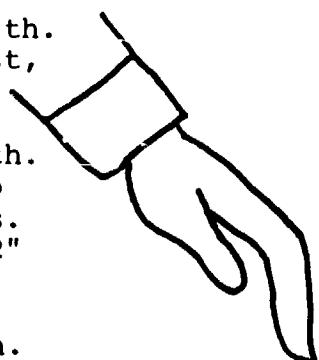
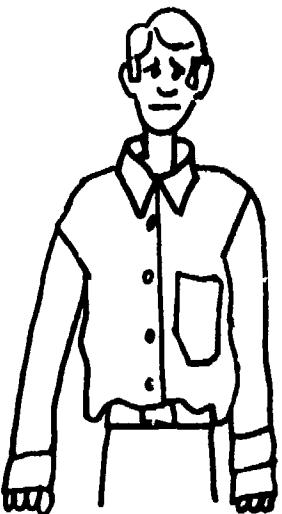
a. Choose slacks and skirts that fit well but are not too tight. Tight-fitting clothes are not appropriate for work.

b. Choose garments with correct chest and waist measurements.

c. Choose the correct sleeve length. Sleeves should end at the wrist, not above or below.

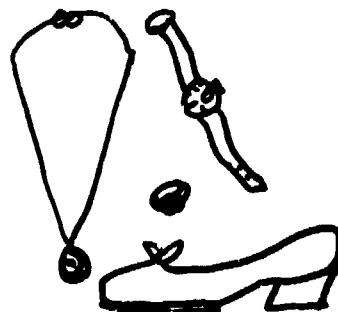
d. Choose the correct skirt length. Skirts or dresses should be no higher than 1" above the knees. They should be no lower than 2" below the knees.

e. Choose the correct pant length. Pants are usually worn to the tops of shoes.



STEP 4. Select appropriate articles of clothing to wear to work. Remember any dress requirements.

- a. Select three outfits you could wear to work. List and describe them on your sheet of paper. Describe the style, color, pattern, and fabric of each outfit.
- b. Select accessories you would wear with each outfit. List and describe them also. List such things as ties, rings, bracelets, and watches.
- c. Discuss your lists with several classmates and your instructor. Discuss the good and bad points of each article of clothing. Consider safety factors. Make changes in your lists if necessary.
- d. For one week, come to class dressed for work. Dress for the job you have or want to have. Ask your instructor to approve your attire each day. Ask him or her to tell you if something is not right.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.



INFORMATION SHEET

The kind of clothing you choose depends upon your place of work. See the examples below.

| <u>Job</u> | <u>Tasks</u> | <u>Place of Work</u> | <u>Clothes</u> |
|------------|--|--|---|
| Secretary | greet customers type, file | the State Capitol Bldg., governor's office | Women: good dresses or skirts; Men: dress slacks, shirts, ties |
| Secretary | greet truck drivers, type, file | Vulcan Tube and Steel Company | Women: casual skirts and slacks; Men: knit shirts, casual slacks |

The kind of clothing you choose also depends on your job and task..

| <u>Job</u> | <u>Tasks</u> | <u>Place of Work</u> | <u>Clothes</u> |
|------------|---|----------------------------|--|
| Machinist | operate machinery | Calumet Machinery, Inc. | Uniform coveralls |
| Secretary | type, greet customers, file | Calumet Machinery, Inc. | Women: casual skirts, slacks, dresses Men: knit shirts, casual slacks |
| President | meet with customers, supervise staff | Calumet Machinery, Inc. | Women: good dresses or suits Men: suits, ties |

The kind of clothing you choose must conform to any safety rules.

Machinists - do not wear jewelry or clothing that could get caught in the equipment.

Gardeners - should wear gloves to avoid getting poison ivy on their hands.

Evaluation Checklist

COMPETENCY 1 0: PRESENT A POSITIVE IMAGE

TASK 1.03: Dress Appropriately for the Job

OPERATIONAL
UNIT 1.03A: Select Appropriate Work Clothing

| YOUR CHECKLIST | <u>Did you:</u> | INSTRUCTOR CHECKLIST |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | 1. Find out the dress requirements? | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Identify the kinds of clothes that are right for the work situation and tasks? | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Select the correct size of clothing? | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Select appropriate articles of clothing to wear to work? | <input type="checkbox"/> |

Instructor _____

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

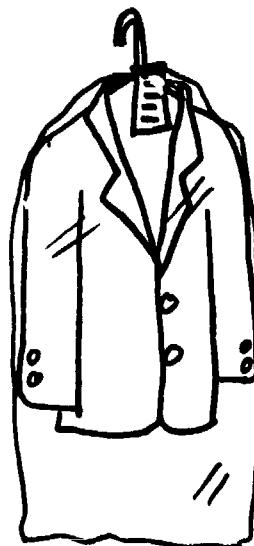
TASK 1.03: Dress Appropriately for the Job

OPERATIONAL
UNIT 1.03B: Keep Clothing in Good Condition

Performance Objective: Given his or her own wardrobe,
the learner will be able to wash,
press, and mend the clothes he or
she wears
to the satisfaction of the instructor.

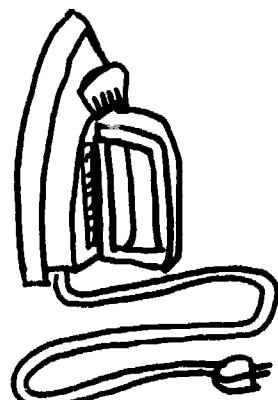
STEP 1. Clean clothes regularly.

- a. Check clothes to find if they need cleaning. Check for soil, stain, and odor. Never wear clothing that is not clean!
- b. Treat clothes before laundering to remove any spots or stains. Use a spot remover.
- c. Wash clothes according to the directions on the labels.
- d. Dry clean clothes that cannot be laundered.



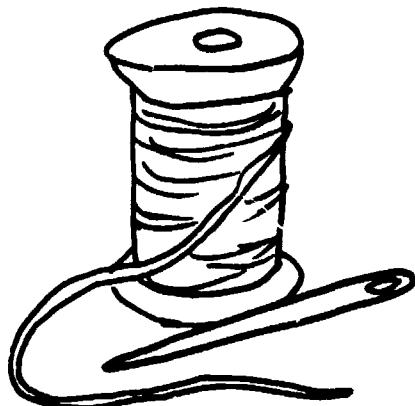
STEP 2. Make sure clothes are free of wrinkles.

- a. Fold or hang clothes when they are dry.
- b. Iron clothes if necessary to remove wrinkles. If you don't know how to iron, ask a friend or neighbor to teach you.



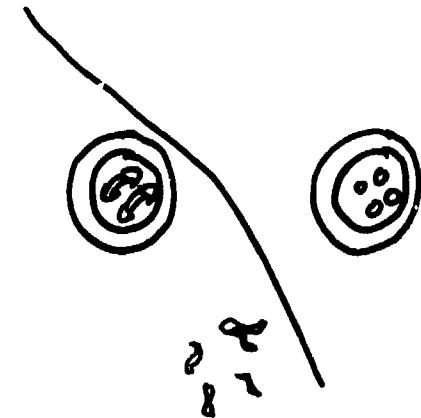
STEP 3. Mend rips or tears.

- a. Inspect clothes regularly to find small rips or tears.
- b. Bring to class a garment that needs mending.
- c. Use a needle and thread to mend. Choose thread that is the same color as the garment.
- d. Ask your instructor to help you . . . or to provide help.



STEP 4. Replace missing buttons.

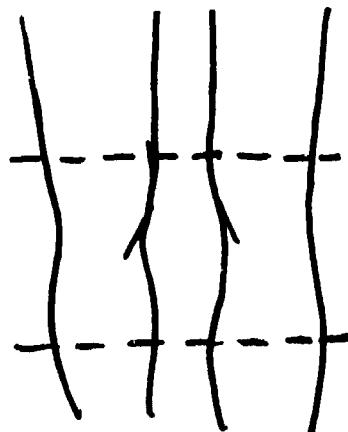
- a. Check clothing to find if any buttons are missing.
- b. Bring to class a garment that is missing a button. Also, bring a button that looks like the other buttons on the garment.
- c. Sew on the button with needle and thread.
- d. Ask your instructor to check your work.



STEP 5. Shorten or lengthen clothes when necessary.

- a. See if your clothes are the correct length.

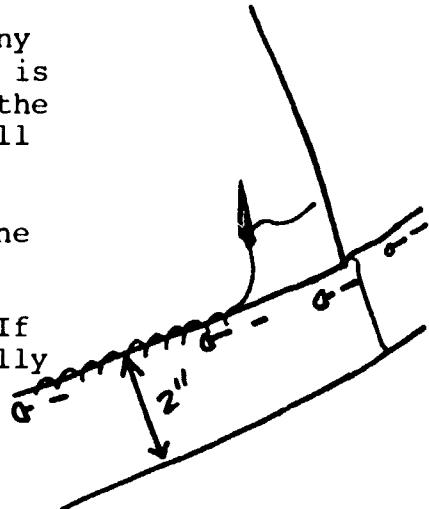
Dresses and skirts should be no higher than 1" above the knees. They should be no lower



than 2" below the knees. Any length between these points is always stylish. And it is the length most flattering to all women.

Pants are usually worn to the tops of shoes.

Maybe you wear a uniform. If so, your employer will usually set the length.



- b. Make adjustments in the hem-line. Take the old hem out. Fold fabric at the new hemline. Ask your instructor to help you . . . or to provide help.
- c. Pin the hem in place. Allow about 2" of fabric for the hem.
- d. Use needle and thread to sew the hem in place.

STEP 6. Care for shoes.

- a. Polish or clean shoes regularly.
- b. Use shoe horns when putting on shoes.
- c. Replace soles of shoes when they wear out. In this way, you can extend the life of your shoes.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? Then, ask your instructor to check your appearance regularly . . . and to advise you about clothing selection, if necessary.

Evaluation Checklist

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.03: Dress Appropriately for the Job

OPERATIONAL
UNIT 1.03B: Keep Clothing in Good Condition

| YOUR CHECKLIST | <u>Did you:</u> | INSTRUCTOR CHECKLIST |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | 1. Clean your clothes regularly? | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Make sure your clothes are free of wrinkles? | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Mend rips or tears? | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Replace lost buttons? | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Shorten or lengthen clothes when necessary? | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Care for shoes? | <input type="checkbox"/> |

Instructor _____

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

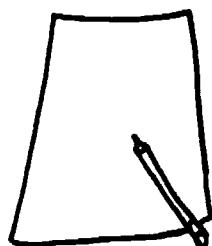
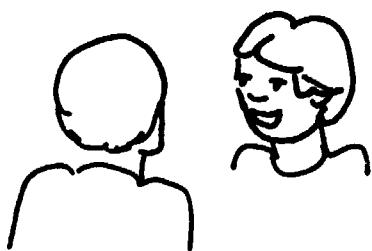
TASK 1.04: Exhibit Self-Confidence

OPERATIONAL
UNIT 1.04A: Identify Personal Strengths

*Performance
Objective:* Given personal qualities and traits, the learner will be able to assess and improve his or her appearance, interpersonal relationships, and skills to the satisfaction of the instructor.

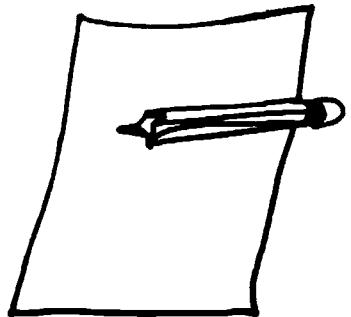
STEP 1. Assess your relationships with others.

- a. Think about how you get along with family members, friends, co-workers, supervisors, instructors, etc.
- b. List the qualities that enable you to get along well with others.
 - I listen well.
 - I care about other people.
 - I like to help other people.
 - I am understanding.
 - I try not to judge other people.
 - I am pleasant.



c. Make a list of times when relationships are difficult or could be improved.

- When I have to follow someone else's rules.
- When I don't think the other person likes me.
- When I think someone is unfair.
- When I think the other person thinks I don't know anything.



STEP 2. Assess your skills.

- a. Identify your job skills. What are the skills you have been trained to do? Read about job skills on Part 1 of Worksheet 1.04A. Do the activity.
- b. Identify your work maturity skills. These are the skills you are learning now. Read Part 2 of Worksheet 1.04A. Do the activity.



STEP 3. List ways you want to improve.

- a. Look at your lists. Think of other skills you would like to have. Which ones will help you in your work?
- b. List these skills on Part 3 of Worksheet 1.04A.

STEP 4. Take steps to improve your weakest traits.

- a. Look at your lists about appearance, relationships, and abilities and skills. Read what you wrote. Read about traits or qualities you want to improve or develop.



- b. Set a goal. List one thing you can do to improve in each area. Plan how you will do it.

Relationships

Relationships are difficult when I don't think the person likes me.

Thoughts

I will not make judgments about how others feel about me.

I will remember that I like and respect myself.

Actions

I will be friendly and nice to the person.

I will ask the person about his or her feelings about me.

- c. Show your plan to your instructor. Ask for advice.
- d. Follow through on your plan. Use discipline. And, persevere (keep at it)!
- e. Keep a diary to record your progress toward your goal. Record your feelings about yourself as you progress.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.



After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 1.04A

Part 1

Job skills are things you are trained to do. They are also things you improve upon through experience. Think about the skills you have. Read the list below. It will give you some ideas about skills. Check the skills you think you have. Add to the list.

- figure tax
- style and cut hair
- design a floor plan for a living-room floor arrangement
- file
- type
- take inventory
- make a floral arrangement
- photograph and develop pictures
- sketch cartoons
- repair autos
- take a patient's pulse
- do a window display
- service a computer
- cook food
- repair plumbing
- design a logo
- handle a customer bank deposit
- interpret a weather map
- repair appliances
- take a blood count
- operate a cash register
- operate a lawn mower and other lawn equipment
- speak well
- write well

Part 2

Work maturity skills are skills that enable you to get along with others and do a good job. Read the list below. Check the skills you think you have. Add others to the list.

- follow directions
- complete tasks on time
- talk with others
- write letters
- listen
- get along with others
- be cooperative
- be well organized
- respect property
- be responsible
- deal with people with tact and courtesy
- work quickly
- listen to other people's opinions
- make decisions
- do accurate and careful work
- concentrate
- use logic to solve problems
- plan when and how to do certain tasks

Part 3

List the things you want to do well.

Evaluation Checklist

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.04: Exhibit Self-Confidence

OPERATIONAL
UNIT 1.04A: Identify Personal Strengths

YOUR
CHECKLIST Did you:

- 1. Assess your relationships with others?
- 2. Assess your skills?
- 3. List ways you want to improve
- 4. Take steps to improve your weakest traits?

INSTRUCTOR
CHECKLIST

-
-
-
-

Instructor _____

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.04: Exhibit Self-Confidence

OPERATIONAL
UNIT 1.04B: Use Positive Body Language

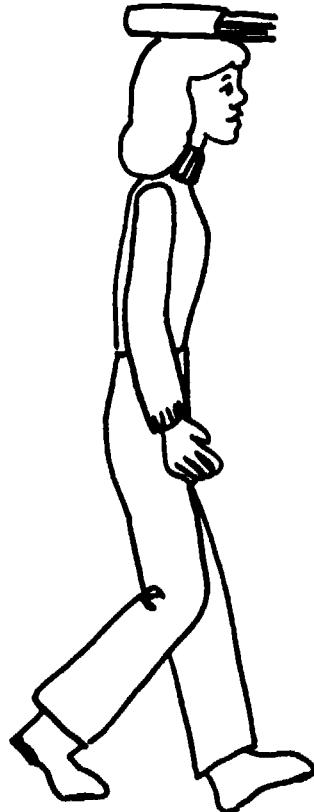
*Performance
Objective:* Given class discussions about body language,

the learner will be able to identify and assume good body posture and appropriate facial expressions

to the satisfaction of the instructor.

STEP 1. Assume good posture.

- a. Find out what is meant by good posture. Read Information Sheet 1.04B. Discuss the topic with several participants.
- b. Find out why good posture is important. Discuss what a person's posture tells other people. What does it tell about the person's abilities? about the person's confidence in those abilities? Do Part 1 of Worksheet 1.04B. It will help in the discussion of body language.
- c. Make a list of at least ten rules to follow to have good posture.
- d. Follow the rules. Ask your instructor to watch your posture for one week. Ask him or her to check the rules you are not following each day. Work harder to follow those rules.



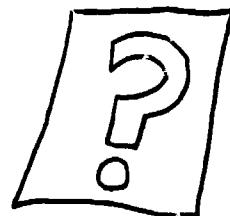
STEP 2. Use positive facial expressions.

- a. Distinguish between positive and negative facial expressions. Do Part 2 of Worksheet 1.04B.
- b. List five types of expressions that tell others you are confident about yourself.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 1.04B

Posture refers to the position of the body or body parts. It refers to the way you stand, sit, and move.

What is good posture? Very simply, good posture is posture that is good for your body. It allows your body to function at its best--without pain or discomfort.

To achieve good posture, keep your body in the most vertical position you can and yet be comfortable. Practice this position whether standing, stooping, sitting, lifting, or walking. This position distributes your body weight evenly. It does not allow you to be lazy. It makes you use your muscles in the right way. It puts you in control of your body.

WORKSHEET 1.04B

Part 1

Form a group with two or three participants. Take turns role playing (pretending to be) a person who is doing one of the following activities. Do the activities the first time using bad posture. Then, use good posture for the second performance.

1. Talk with a supervisor
2. Give a speech
3. Work at a desk
4. Walk across the room
5. Walk on steel beams of a building that is under construction

After each role play, discuss what the person is telling you about his or her . . .

- attitude about self,
- attitude about the task,
- ability to do the work.

Write a paragraph. Explain how posture influences an employer's view of a person.

Part 2

Find two participants to work with you on this activity. Take turns being person 1, person 2, and person 3. Perform the following roles. Use facial expressions only. DO NOT TALK.

Person 1: Use facial expressions to give the messages in column A.

Person 2: Use facial expressions to give the messages in column B.

Person 3: Interpret the nature of each message. Rate it positive (+) or negative (-).

- | | |
|--|---|
| 1. You're no help at all! | 1. Thank you so much! |
| 2. I'm sure I can learn this quickly. | 2. I'll never figure out what to do. |
| 3. I respect what you can do, too. | 3. I know I could do a better job than you have done. |
| 4. I know I'm a good worker. | 4. I don't think I do anything well. |
| 5. There is probably something wrong with this work. | 5. This is my best work! |
| 6. This is so boring! | 6. I love this job! |

Now . . . together look at your rating sheets. Think about the expressions you rated positive (+). Do you think the workers who use positive expressions do a good job? Why?

Evaluation Checklist

COMPETENCY 1.0: PRESENT A POSITIVE IMAGE

TASK 1.04: Exhibit Self-Confidence

OPERATIONAL
UNIT 1.04B: Use Positive Body Language

YOUR
CHECKLIST Did you:

- 1. Assume good posture?
- 2. Use positive facial expressions?

INSTRUCTOR
CHECKLIST

-
-

Instructor _____